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ABSTRACT

This report provides previously unpublished data gathered during Project Focus, a nationwide sample survey of community and junior colleges, on the vocational plans and expectations of full-time students enrolled in fall 1970. The data were drawn from a sample of 10,250 student responses from 92 institutions. The report tabulates data on student characteristics (age, sex, ethnic group, father's occupation, timing of vocational choice, size of hometown community) against two vocational variables: expected main vocational roles or occupations and expected fields of specialization. The potential vocational fields of specialization consisted of 98 areas within nine major fields: education; social science or religious; business, political, and persuasive; scientific; agriculture and forestry; health; arts and humanities; engineering; and trade, industrial, and technical. The vocational roles within fields were combined in five broad groups (administrator or supervisor, promoter or salesman of services, etc.). Appendixes include the survey instrument and a description of the sample and weighting procedures. (BB)

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Vocational Plans of Full-Time Community and Junior College Students, Fall 1970

by
Milton Chorvinsky
National Center for
Education Statistics

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INTRODUCTION

This report provides previously unpublished data gathered during Project Focus, a nationwide sample survey of community and junior colleges, on the vocational plans and expectations of full-time community and junior college students. Through a U.S. Office of Education grant for the National Center for Education Statistics, the Project Focus team prepared tabulations of this additional information on the students enrolled in fall 1970.

The tabulations provided data on student characteristics based on two vocational variables: the students' expected main vocational roles or occupations and their expected fields of specialization as specified in the questionnaire (appendix B).

Project Focus, funded by the W. K. Kellogg Foundation, resulted in several publications. The booklet *A Report From Project Focus*, published by the American Association of Community and Junior Colleges (AACJC), contained recommendations for change in the scope and function of AACJC. The book *Project Focus: A Forecast Study of Community Colleges*, by AACJC President Edmond J. Gleazer, Jr.,[1] who served as project director, gives first-hand impressions obtained in interviews of more than 1,500 persons located in 30 institutions in 20 States. Another booklet, *A Report From Project Focus: Stategies for Change*,[2] analyzed and compared students' backgrounds, feelings, and expectations with those of the faculty. It also discussed the assessment of the college presidents as to where the main emphasis should be placed during the 1970's in the delivery of services to the community. Another book, *Organizing for Change: New Priorities for Community Colleges*, by David S. Bushnell,[3] a member of the Project Focus team, gave valuable information on student, faculty, and institutional characteristics. The vocational roles were combined in five broad groups:

Researcher or investigator
Teacher or therapist
Administrator or supervisor
Promoter or salesman of services or products
Practitioner, performer, or producer of services or products

The vocational fields consisted of 98 areas within 9 major fields, detailed in appendix B. Most of the tables in this report use the major fields as a variable:

Education
Social science and religious
Business, political, and persuasive
Scientific
Agriculture and forestry
Health
Arts and humanities
Engineering
Trade, industrial, and technical

The data in this report are estimates derived from a sample of 10,250 student responses in 92 institutions from an initial sample of 12,022 full-time students in 100 community and junior colleges. Because of varying response rates to individual questionnaire items, the inflated numbers shown in the tables do not always add to the 1,130,000 full-time community and junior college enrollments estimated for the 48 contiguous States (excluding Alaska and Hawaii) and the District of Columbia. The sample design and weighting procedures are described in appendix A.

[1] New York, McGraw-Hill, Inc., 1973.
[2] David S. Bushnell and Ivars Zageris, Washington, AACJC, 1972.
[3] New York, McGraw-Hill, Inc., 1973.

VOCATIONAL ROLES EXPECTED BY FULL-TIME COMMUNITY AND JUNIOR COLLEGE STUDENTS

This section deals with the vocational roles expected by the students in terms of their sex, race or ethnic background, age, father's occupation, year in college, and timing of their vocational choice.

In fall 1970, an estimated 30 percent of the female full-time community college students planned to be teachers or therapists (see table 1). Most of them apparently planned to become teachers, since approximately 20 percent of all the female students expected to work in the area of education. Among the racial/ethnic groups, females showing the least inclination to become teachers or therapists were Asian American and American Indian (table 1). Asian American females had a relatively high proportion (13 percent) planning on the role of administrator or supervisor. A very high proportion (27 percent) of the American Indian females expected the vocational role of practitioner, performer, or producer of services or products.

For males, the highest percentage (20 percent) expected to assume the role of practitioner, performer, or producer of services or products; for females, the second highest proportion, 19 percent. The second highest for males was that of administrator or supervisor. The highest ethnic representation for that role was the 22 percent in the male Mexican/Spanish American group, followed in descending order ranging from 17 to 5 percent by the Caucasian males, Asian American males and females, Black females, American Indian males, Caucasian and Mexican/Spanish American females, and American Indian females.

By age group, 23 percent of the full-time students were 18 years of age or younger in fall 1970; 48 percent, 19 or 20; 17 percent, 21 to 24; and 12 percent, 25 or over. Both male and female students expecting to be administrators or supervisors formed higher percentages of the 25-or-older group than of the younger groups (table 2). Some members of this oldest group probably at that time were employed as supervisors or administrators. The same situation existed for the male students 25 and over expecting to become promoters or salesmen of services or products.

The vocational roles expected by the students are related to their fathers' occupations in table 3. It is noteworthy that the students with fathers in unskilled occupations had the highest proportion (18 percent) expecting the role of practitioner, performer, or producer of services or products. Students whose fathers were salesmen inclined toward becoming promoters or salesmen of services or products more than in the other parental occupation groups.

Table 4 lists the vocational roles expected by first-year and second-year full-time students. The percentage differences within the role groups may reflect changes in plans from the students' freshman to sophomore years. For all students the largest differences were those in the expected role of teacher or therapist—18 and 23 percent—and in the role of administrator or supervisor—11 and 15 percent. Males expecting the teacher or therapist role were, first and second year respectively, 12 and 15 percent; females, 26 percent and 35 percent. The percentage differences just noted for the administrator or supervisor role was accounted for largely by the male students, for whom the percentages were 14 and 20 percent. The percentage of "undecided" students was substantially less, at 12 percent, in the second year than in the first for both males and females. Tables 5-A and 5-B show the period during which the students made their choices of expected vocational roles. Overall, the largest number of students of both sexes chose their expected roles during high school. Exceptions were that more males expecting to become administrators or supervisors made their choices as college freshmen and that females expecting to become researchers or investigators made their choices about equally as high school students and college freshmen.

The Project Focus questionnaire asked students what income, excluding that of their spouses, they expected to have 10 years after graduation. Although the data are not shown here, the females generally expected lower incomes than males in the same vocational role category. Both sexes expected the same income range only in the role of administrator or supervisor.

EXPECTED VOCATIONS OF FULL-TIME COMMUNITY AND JUNIOR COLLEGE STUDENTS

The full-time community college students in the sample were asked to identify their expected vocations (listed at the beginning of appendix B) in nine broad categories. These nine categories are also shown as "expected vocational fields" in tables 6 through 10-B. Percentage distributions of students among these fields are shown below.

Expected vocational fields	Percent		
	Total	Male	Female
Total	100.0	56.5	43.5
Business, political, and persuasive	19.7	12.7	7.0
Education	14.3	5.3	9.0
Health	10.2	2.7	7.5
Social science and religious	6.2	3.0	3.2
Arts and humanities	5.5	3.4	2.1
Trade, industrial, and technical	4.9	4.6	0.3
Engineering	4.0	3.9	0.1
Agriculture and forestry	2.5	2.0	0.5
Science	2.1	1.5	0.6
Other fields, housewife, and undecided	30.9	17.6	13.3

The individual components of these fields are listed in appendix B.

Some of the most significant individual fields of full-time students are shown in tables 11 and 11-A, with, respectively, the numbers and percent distributions of students categorized by age, race, and sex. Table 11 shows the large numbers of female students expecting to go into nursing, elementary education, and secretarial science. The largest numbers of male students expected to enter the individual fields of law, business administration, and accounting. Males also had large representation in the major fields of education; business, political, and persuasive (these include the individual fields above); engineering; and trade, industrial, and technical.

Table 8 shows expected vocational fields of full-time students by their fathers' occupations. Students whose fathers were farm owners or small businessmen had the highest within-group percentage of students choosing agriculture and forestry fields. For students choosing the health fields, lowest was the percentage of those whose fathers were salesmen. For those who expected to work in the trade, industrial, and technical fields, children of skilled tradesmen represented the largest percentage. The largest numbers of students in specific vocational fields, with the fathers' occupations, were estimated as:

Vocational field	Father's occupation	Number
Education	Semiskilled	26,000
	Manager or executive	24,100
Business, political, and persuasive	Semiskilled	34,900
	Skilled	33,000
	Manager or executive	32,300

Also included are tabulations of expected fields by vocational role in the field (table 6), by race or ethnic background and sex (table 7), by the timing of vocational choice (tables 9-A and 9-B), and by size of the student's hometown community during high school (tables 10-A and 10-B).

Table 1.–Number and percent of full-time community and junior college students, by race or ethnic background and sex and by expected vocational role: 48 States and D.C., fall 1970

Expected vocational role	Black		American Indian		Caucasian		Mexican/ Spanish American		Asian American		Other	
	M	F	M	F	M	F	M	F	M	F	M	F
Total: weighted number, in thousands	131	80	16	22	353	301	28	15	8	5	26	17
Percent	100	100	100	100	100	100	100	100	100	100	100	100
Researcher or investigator	8	4	10	8	9	3	11	2	13	2	8	5
Teacher or therapist	15	26	7	18	13	32	14	21	12	18	8	19
Administrator or supervisor	14	10	9	5	17	7	22	7	13	13	21	6
Promoter or salesman of services or products	6	2	2	6	5	2	5	3	11	8	5	1
Practitioner, performer or producer of services or products	16	16	10	27	22	19	19	17	13	16	26	23
None of the above	19	20	45	21	13	16	10	29	12	25	12	22
Two or more roles	4	4	7	1	7	5	5	5	6	4	6	4
Undecided	18	18	10	14	15	15	15	16	21	15	14	20

NOTE.–Details may not add to totals because of rounding.

Table 2.–Number and percent of full-time community and junior college students, by age and sex and by expected vocational role: 48 States and D.C., fall 1970

Expected vocational role	18 and under		19-20		21-24		25 and over	
	M	F	M	F	M	F	M	F
Total: weighted number, in thousands	113	133	285	235	144	40	74	59
Percent	100	100	100	100	100	100	100	100
Researcher or investigator	10	3	8	3	9	7	11	5
Teacher or therapist	12	30	14	31	13	25	14	28
Administrator or supervisor	11	7	15	7	18	8	24	13
Promoter or salesman of services or products	4	2	5	3	5	2	8	1
Practitioner, performer or producer of services or products	21	18	21	19	22	22	17	24
None of the above	16	18	15	20	12	19	12	13
Two or more roles	4	5	6	4	7	5	5	4
Undecided	22	18	17	15	14	12	10	12

NOTE.–Details may not add to totals because of rounding.

Table 3.–Number and percent of full-time community and junior college students, by father's occupation and by expected vocational role: 48 States and D.C., fall 1970

Expected vocational role	Father's occupation								
	Managerial or executive	Professional	Sales	Semiprofessional or technical	Semi-skilled	Skilled trades	Small business or farm owner	Supervisor or public official	Unskilled
Total:									
Weighted number, in thousands	141	68	54	53	138	134	128	83	75
Percent	100	100	100	100	100	100	100	100	100
Researcher or investigator	8	10	8	10	5	8	7	8	8
Teacher or therapist	24	25	25	27	26	20	20	28	24
Administrator or supervisor	15	12	11	13	16	15	15	17	18
Promoter or salesman of services or products	6	4	7	4	5	3	6	3	4
Practitioner, performer, or producer of services or products	26	24	24	22	24	27	28	21	18
None of the above	15	17	18	19	20	20	20	16	23
Two or more roles	6	8	6	6	5	6	6	7	5

NOTE.–Details may not add to totals because of rounding.

Table 4.–Number and percent of first-year and second-year full-time community and junior college students, by sex and by expected vocational role: 48 States and D.C., fall 1970

Expected vocational role	Male students		Female students	
	First year	Second year	First year	Second year
Total: weighted number, in thousands	372	245	304	163
Percent	100	100	100	100
Researcher or investigator	9	9	3	4
Teacher or therapist	12	15	26	35
Administrator or supervisor	14	20	8	8
Promoter or salesman of services or products	5	5	2	2
Practitioner, performer, or producer of services or products	21	21	21	17
None of the above	16	12	19	17
Two or more roles	5	6	4	4
Undecided	19	12	17	12

NOTE.–Details may not add to totals because of rounding.

Table 5-A.–Number and percent of male full-time community and junior college students, by timing of vocational choice and by expected vocational role: 48 States and D.C., fall 1970

Expected vocational role	Undecided	Choice made before high school	Choice made during high school	Freshman year in college	Sophomore year in college	Junior year[1] in college or later
Total:						
Weighted number, in thousands	45	36	205	175	41	8
Percent	100	100	100	100	100	100
Researcher or investigator	9	13	11	9	12	9
Teacher or therapist	14	13	14	17	21	15
Administrator or supervisor	17	10	18	24	18	25
Promoter or salesman of services or products	10	3	7	6	6	9
Practitioner, performer, or producer of services or products	18	35	27	21	23	21
None of the above	24	21	17	15	14	16
Two or more roles	8	5	5	8	6	5

[1] Some students transfer to community colleges from 4-year institutions.

NOTE.–Details may not add to totals because of rounding.

Table 5-B.–Number and percent of female full-time community and junior college students, by timing of vocational choice and by expected vocational role: 48 States and D.C., fall 1970

Expected vocational role	Undecided	Choice made before high school	Choice made during high school	Freshman year in college	Sophomore year in college	Junior year[1] in college or later
Total:						
Weighted number, in thousands	26	43	181	106	25	11
Percent	100	100	100	100	100	100
Researcher or investigator	5	2	3	5	10	1
Teacher or therapist	31	45	31	39	38	34
Administrator or supervisor	10	8	10	9	7	8
Promoter or salesman of services or products	3	(*)	3	2	1	5
Practitioner, performer, or producer of services or products	18	23	24	18	16	28
None of the above	28	15	24	18	16	28
Two or more roles	4	6	5	4	8	5

[1] Some students transfer to community colleges from 4-year institutions.

*Percent greater than zero but less than 0.5.

NOTE.–Details may not add to totals because of rounding.

Table 6.–Number and percent of full-time community and junior college students, by expected vocational role in expected vocational field: 48 States and D.C., fall 1970

Expected vocational field	Researcher or investigator	Teacher or therapist	Administrator or supervisor	Promoter or salesman of services or products	Practitioner, performer, or producer of services or products	Two or more roles	Role other than those listed	Undecided
Total:								
Weighted number, in thousands	70	218	136	43	219	54	173	173
Percent	100	100	100	100	100	100	100	100
Education	4	53	11	(*)	2	10	4	6
Social science and religious	9	10	6	2	4	6	8	4
Business, political, and persuasive	14	4	43	43	20	20	28	13
Scientific	17	1	1	1	1	5	1	2
Agriculture and forestry	5	(*)	2	1	2	3	3	2
Health	8	5	5	3	27	16	8	3
Arts and humanities	3	5	1	3	12	7	6	3
Engineering	12	(*)	4	2	5	5	4	4
Trade, industrial, and technical	6	2	5	5	8	4	7	3
Not included in fields listed above	11	4	8	14	9	7	14	4
Housewife	1	1	1	1	(*)	1	2	2
Undecided	10	14	14	19	10	16	16	57

*Percent greater than zero but less than 0.5.

NOTE.–Details may not add to totals because of rounding.

Table 7.–Number and percent of full-time community and junior college students, by race or ethnic background and sex and by expected vocational field: 48 States and D.C., fall 1970

Expected vocational field	Black		American Indian		Caucasian		Mexican/ Spanish American		Asian American		No response	
	M	F	M	F	M	F	M	F	M	F	M	F
Total: weighted number, in thousands	135	84	9	7	359	309	29	17	8	6	27	19
Percent	100	100	100	100	100	100	100	100	100	100	100	100
Education	9	18	5	15	10	23	11	16	10	16	8	11
Social science and religious	8	7	7	8	5	8	7	8	2	13	1	5
Business, political, and persuasive	18	15	25	21	25	17	20	17	23	20	24	18
Scientific	2	1	2	3	3	2	2	1	4	2	3	4
Agriculture and forestry	3	(*)	2	–	4	(*)	1	–	6	–	4	1
Health	4	16	4	14	6	16	6	16	4	14	4	22
Arts and Humanities	5	5	2	7	6	5	6	8	4	2	7	4
Engineering	7	(*)	7	–	6	(*)	13	–	6	2	6	–
Trade, industrial, and technical	8	(*)	8	–	9	1	8	1	1	2	3	–
Not included in fields listed above	8	7	10	7	9	7	6	10	7	2	11	10
Housewife	(*)	3	–	4	(*)	4	–	5	–	9	1	3
Undecided	27	29	31	21	19	18	20	19	35	18	30	25

–Indicates no report in sample.
*Percent greater than zero but less than 0.5.

NOTE.–Details may not add to totals because of rounding.

Table 8.–Number and percent of full-time community and junior college students, by father's occupation and by expected vocational field: 48 States and D.C., fall 1970

Expected vocational field	Father's occupation								
	Managerial or executive	Professional	Semiprofessional or technical	Supervisor or public official	Small business or farm owner	Sales	Skilled trades	Semi-skilled	Unskilled
Total:									
Weighted number, in thousands	73	82	63	102	154	68	168	168	96
Percent	100	100	100	100	100	100	100	100	100
Education	14	17	18	15	13	15	12	15	13
Social science and religious	6	8	7	7	6	6	7	6	6
Business, political, and persuasive	19	19	16	22	21	21	20	21	19
Scientific	3	3	4	2	1	2	2	2	1
Agriculture and forestry	2	2	2	2	5	1	2	1	1
Health	10	11	10	9	12	7	10	10	11
Arts and humanities	7	7	5	5	4	7	5	6	4
Engineering	4	4	5	4	4	5	4	3	4
Trade, industrial, and technical	3	4	3	6	6	3	7	5	5
Not included in fields listed above	9	8	9	8	8	8	8	7	9
Housewife	2	2	1	2	1	1	1	2	2
Undecided	21	20	21	18	19	24	22	22	25

NOTE.–Details may not add to totals because of rounding.

Table 9-A.–Number and percent of male full-time community and junior college students, by timing of vocational choice and by expected vocational field: 48 States and D.C., fall 1970

Expected vocational field	Undecided	Choice made before high school	Choice made during high school	Freshman year in college	Sophomore year in college	Junior year[1] in college or later
Total:						
Weighted number, in thousands	98	40	236	199	46	11
Percent	100	100	100	100	100	100
Education	2	6	10	12	18	3
Social science and religious	2	5	4	8	7	5
Business, political, and persuasive	6	13	23	30	28	27
Scientific	2	3	3	3	2	1
Agriculture and forestry	2	3	5	3	4	3
Health	1	9	4	6	5	7
Arts and humanities	2	13	7	6	6	3
Engineering	2	15	10	4	5	6
Trade, industrial, and technical	3	17	10	6	4	13
Not included in fields listed above	6	7	10	9	10	6
Undecided	71	9	14	13	9	2

[1] Some students transfer to community colleges from 4-year institutions.

NOTE.–Details may not add to totals because of rounding.

Table 9-B.–Number and percent of female full-time community and junior college students, by timing of vocational choice and by expected vocational field: 48 States and D.C., fall 1970

Expected vocational field	Undecided	Choice made before high school	Choice made during high school	Freshman year in college	Sophomore year in college	Junior year[1] in college or later
Total:						
Weighted number, in thousands	60	47	212	125	28	14
Percent	100	100	100	100	100	100
Education	4	31	21	21	31	18
Social science and religious	4	3	5	11	19	6
Business, political, and persuasive	3	7	21	19	10	23
Scientific	(*)	2	2	2	2	–
Agriculture and forestry	–	(*)	(*)	(*)	(*)	–
Health	2	28	20	15	9	19
Arts and humanities	3	8	5	4	6	5
Engineering	–	–	(*)	1	(*)	2
Trade, industrial, and technical	–	(*)	1	1	–	–
Not included in fields listed above	4	8	8	9	5	7
Housewife	5	2	4	4	3	2
Undecided	74	9	13	17	14	20

[1] Some students transfer to community colleges from 4-year institutions.
–Indicates no report in sample.
*Percent greater than zero but less than 0.5.

NOTE.–Details may not add to totals because of rounding.

Table 10-A.–Number and percent of male full-time community and junior college students, by size of hometown community during high school and by expected vocational field: 48 States and D.C., fall 1970

Expected vocational field	Farm or open country	Town or city less than 10,000	Town or city 10,000-49,999	Metro. area 50,000-249,999	Metro. area 250,000-499,999	Metro. area 500,000-999,999	Metro. area over 1 million
Total:							
Weighted number, in thousands	52	157	143	118	36	57	65
Percent	100	100	100	100	100	100	100
Education	8	10	8	10	9	12	9
Social science and religious	4	5	6	4	8	4	6
Business, political, and persuasive	16	21	23	24	22	23	26
Scientific	3	3	2	3	1	3	3
Agriculture and forestry	10	4	4	2	2	3	1
Health	4	4	5	4	6	5	5
Arts and humanities	3	4	5	8	8	9	7
Engineering	9	5	7	6	6	8	9
Trade, industrial, and technical	11	10	8	8	8	5	6
Not included in fields listed above	10	10	8	8	10	6	10
Undecided	22	22	23	22	20	23	19

NOTE.–Details may not add to totals because of rounding.

Table 10-B.–Number and percent of female full-time community and junior college students, by size of hometown community during high school and by expected vocational field: 48 States and D.C., fall 1970

Expected vocational field	Farm or open country	Town or city less than 10,000	Town or city 10,000-49,999	Metro. area 50,000-249,999	Metro. area 250,000-499,999	Metro. area 500,000-999,999	Metro. area over 1 million
Total:							
Weighted number, in thousands	41	152	130	70	26	29	35
Percent	100	100	100	100	100	100	100
Education	17	21	21	20	17	19	29
Social science and religious	9	6	8	6	7	7	10
Business, political, and persuasive	21	17	18	16	17	11	9
Scientific	(*)	1	2	2	1	3	1
Agriculture and forestry	–	(*)	(*)	–	–	(*)	–
Health	19	18	15	19	27	11	10
Arts and humanities	4	3	5	4	8	8	10
Engineering	(*)	(*)	(*)	–	–	(*)	(*)
Trade, industrial, and technical	1	1	(*)	1	(*)	(*)	1
Not included in fields listed above	5	6	7	8	9	14	6
Housewife	4	4	3	4	3	6	2
Undecided	19	22	20	21	11	20	23

–Indicates no report in sample.

*Percent greater than zero but less than 0.5.

NOTE.–Details may not add to totals because of rounding.

Table 11.–Number of full-time community and junior college students, by age, race, and sex and by selected vocational field: 48 States and D.C., fall 1970
(Numbers of students in thousands)

Selected vocational field	Age				Race				Sex	
	18 or under	19-20	21-24	25 or over	Black	Caucasian	Mexican/ Spanish American	Other	Male	Female
Total	255	540	190	140	219	667	46	77	630	490
Education:										
Elementary education	15	27	4	6	8	37	2	2	6	46
Secondary education	10	25	7	4	7	32	1	2	24	21
Education, other areas	11	35	8	9	12	38	3	3	29	33
Social science and religious:										
Psychology	4	7	3	2	4	9	1	(*)	9	7
Social work	4	10	6	3	5	14	2	1	8	15
Social science and religious, other areas	7	14	5	5	7	18	4	2	16	14
Business, political, and persuasive:										
Accounting	7	14	8	6	5	21	2	2	25	9
Business administration (4 years)	5	13	8	7	5	20	1	3	28	4
Data processing	5	8	4	3	2	14	1	2	14	6
Law	8	16	7	4	6	22	2	3	32	3
Secretarial science	11	26	2	2	7	25	1	3	(*)	41
Business, political, and persuasive, other areas	12	28	13	7	12	38	2	4	42	18
Scientific fields, total	6	11	5	4	4	15	1	2	17	8
Agriculture and forestry, total	6	13	4	1	4	15	(*)	2	23	1
Health:										
Nursing	13	23	9	13	9	33	1	4	3	54
Health, other areas	15	28	9	5	10	35	3	4	9	29
Arts and humanities, total	13	35	8	6	11	37	3	4	39	24
Engineering fields, total	9	21	10	4	10	22	4	3	43	1
Trade, industrial, and technical, total	9	24	12	10	11	35	2	2	52	3
Not included in fields listed above	25	42	15	9	17	52	3	7	56	35
Housewife	4	10	3	2	3	12	1	2	–	18
Undecided	57	113	40	31	60	124	9	21	140	101

*Less than 500.

NOTE.–Details may not add to totals because of rounding.

Table 11-A.—Percent of full-time community and junior college students, by age, race, and sex and by selected vocational field: 48 States and D.C., fall 1970

Selected vocational field	Age				Race				Sex	
	18 or under	19–20	21–24	25 or over	Black	Caucasian	Mexican/ Spanish American	Other	Male	Female
Total percent	100	100	100	100	100	100	100	100	100	100
Education:										
Elementary education	6	5	2	4	4	6	4	3	1	9
Secondary education	4	5	4	3	3	5	2	3	4	4
Education, other areas	4	6	4	6	5	6	6	4	5	7
Social science and religious:										
Psychology	2	1	2	1	2	1	2	(*)	1	1
Social work	2	2	3	2	2	2	4	1	1	3
Social science and religious, other areas	3	3	3	4	3	3	9	3	3	3
Business, political, and persuasive:										
Accounting	3	3	4	4	2	3	4	3	4	2
Business administration (4 years)	2	2	4	5	2	3	2	4	4	1
Data processing	2	1	2	2	1	2	2	3	2	1
Law	3	3	4	3	3	3	4	4	5	1
Secretarial science	4	5	1	1	3	4	2	4	(*)	8
Business, political, and persuasive, other areas	5	5	7	5	5	6	4	5	7	4
Scientific fields	2	2	3	3	2	2	2	2	3	2
Agriculture and forestry	2	2	2	1	2	2	1	2	4	(*)
Health:										
Nursing	5	4	5	9	4	5	2	5	(*)	11
Health, other areas	6	5	5	4	5	5	7	5	1	6
Arts and humanities	5	6	4	4	5	6	7	5	6	5
Engineering fields	3	4	5	3	5	3	2	4	7	(*)
Trade, industrial, and technical fields	3	4	6	7	5	5	4	3	8	1
Not included in fields listed above	10	8	8	6	8	8	7	9	9	7
Housewife	2	2	2	1	1	2	2	3	(*)	4
Undecided	22	21	21	22	27	19	20	27	22	21

*Percent greater than zero but less than 0.5.

NOTE.—Details may not add to totals because of rounding.

Appendix A

SAMPLING PROCEDURE

The data in this report were obtained from questionnaires administered during Project Focus to a random sample of students at a stratified random sample of institutions. This appendix provides a description of the sampling plan and the data-collection procedures used in the study.

SAMPLE SELECTION PROCEDURE

A two-stage sampling design was used. The first stage provided a stratified random sample of community and junior colleges; the second, a random selection of respondents within the selected institutions. Various kinds of weights (to be explained later) were required to make appropriate estimates of population parameters from the data obtained in the survey sample.

UNIVERSE OF COMMUNITY AND JUNIOR COLLEGES

The universe in this study was the list of community and junior colleges appearing in the *1970 Junior College Directory*, published by the American Association of Community and Junior Colleges (AACJC). For logistical reasons, only colleges in the contiguous United States were considered—excluding colleges from Alaska, Hawaii, Puerto Rico, etc. Although the AACJC list includes 2-year branch campuses of 4-year institutions, those 2-year campuses that did not function as community colleges and in reality were integral parts of their parent institutions were also excluded from the universe. Thus, fifty-six 2-year campuses from the States of Ohio, Pennsylvania, South Carolina, and Wisconsin were eliminated from the universe. After adopting these two reservations, 956 community and junior colleges remained in the universe to be sampled: 721 public, 107 independent (nonprofit), and 128 church-related institutions.

SAMPLE STRATIFICATION

Figure A-1 shows how the universe of community and junior colleges was stratified according to control, geographic area, and enrollment size. The universe was separated according to public, church-related, or independent control. The latter two were not broken down further, but the publicly controlled colleges were classified into six geographic regions (table A-1).

In general, the regions were selected so that (1) no single State dominated a region in number of colleges (for this reason, California was made a separate region), (2) the colleges were fairly evenly distributed among the regions (see table A-2), and (3) the regions encompassed geographically, economically, and culturally similar areas; i.e., the regions were similar to those generally used by economists, sociologists, etc. (See, for example, the analysis conducted by J. M. Richards, Jr., L. P. Rand, and L. M. Rand* on the regional differences in community and junior colleges.)

Within each region, the colleges were classified according to enrollment-size category. The completed stratification resulted in 32 cells for sampling purposes. (See table A-3.)

SAMPLE SELECTION OF INSTITUTIONS

The actual college sample used was arrived at through a series of steps. An initial 10-percent sample of each cell was decided upon. The colleges within each cell were arranged alphabetically and numbered in sequence.

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*"Regional Differences in Junior Colleges," *The Two-Year College And Its Students: An Empirical Report.* Iowa City, Iowa: American College Testing Program, Inc., November 1969, pp. 27–40.

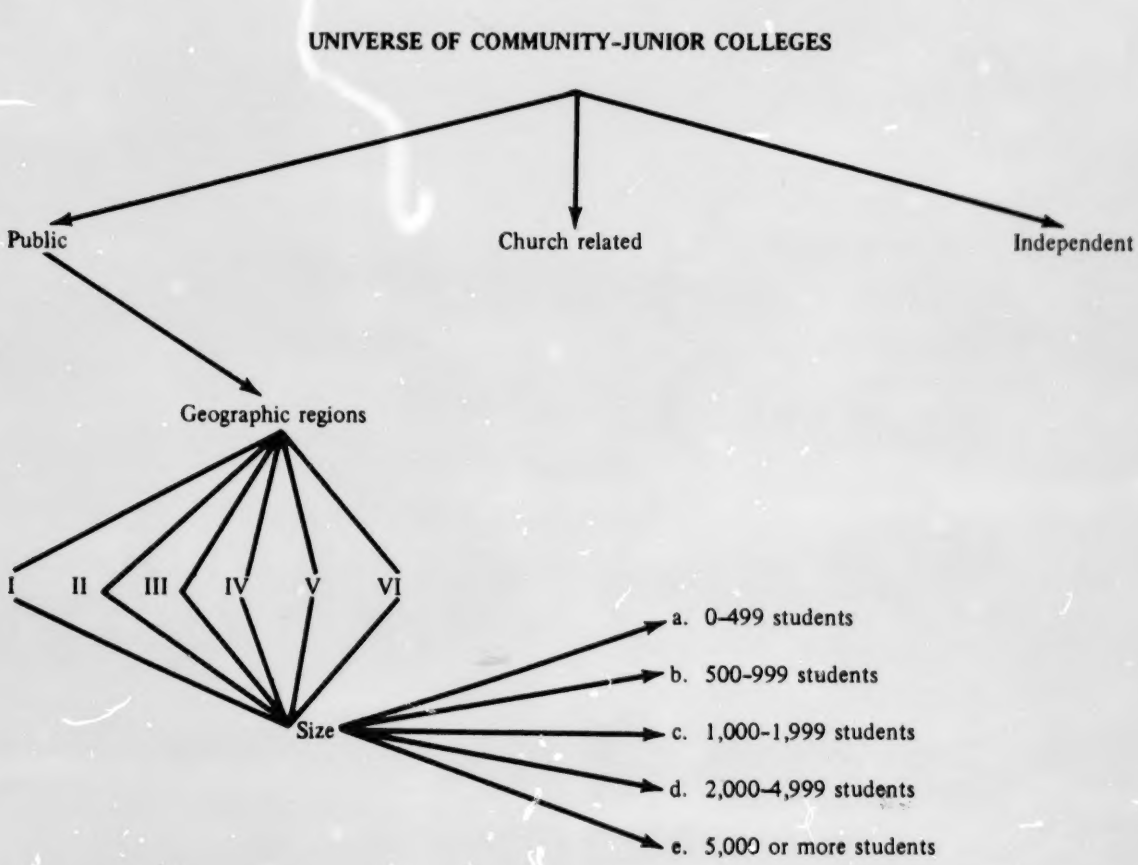

Figure A-1.–Project Focus Sample Stratification

Utilizing a random table, the sample colleges within each cell were randomly picked as their number appeared on the table until a 10-percent ceiling was reached for the respective cells. No cell was left at zero; each cell had to have at least one entry. Consequently, because of rounding, the overall percentage was slightly higher than 10 percent. The size of this initial sample was 100 institutions.

A letter with an accompanying post card was mailed to the presidents of the 100 institutions, requesting participation in Project Focus. Twenty-one of these institutions replied in the negative. As soon as a turndown was received, the institution was replaced with another chosen randomly from the initial cell. The turndowns were well distributed geographically, as table A-4 demonstrates. Three institutions failed to advise the Project Focus staff before the cut-off date of their inability to participate and therefore were not replaced.

Because of the rather severe time limitations of Project Focus, a 2-months' deadline for obtaining replacements was set. By this time, 92 institutions (see table A-3) had agreed to participate. They constituted the final sample.

The coordinators were permitted to administer the questionnaire in any one of three ways: (1) using the class time of randomly chosen classes or classes that were required of all students, (2) bringing together the students in special scheduled group sessions, or (3) distributing the questionnaires by mail. Option 1 proved to be the most popular method.

Table A-1.–Project Focus regional breakdown

Region			
I	Maine	Massachusetts	Pennsylvania
	New Hampshire	Connecticut	New Jersey
	Vermont	Rhode Island	New York
II	Delaware	North Carolina	Alabama
	Maryland	South Carolina	Kentucky
	Virginia	Georgia	Tennessee
	West Virginia	Florida	District of Columbia
III	Minnesota	Wisconsin	Ohio
	Iowa	Illinois	
	Michigan	Indiana	
IV	Washington	Idaho	South Dakota
	Oregon	Wyoming	Nebraska
	Montana	North Dakota	
V	Arizona	Colorado	Missouri
	New Mexico	Kansas	Arkansas
	Nevada	Texas	Louisiana
	Utah	Oklahoma	Mississippi
VI	California		

STUDENT SAMPLE SELECTION

The college presidents who agreed to participate in Project Focus were asked to appoint a member of their staff to coordinate the Project Focus activities with their respective institutions. The campus coordinators were first informed orally and then in writing as to the sample selection procedures and administration of the questionnaires.

Table A-2.–Numbers of and enrollments in public community and junior colleges in the United States, by region and enrollment size: Fall 1970
(Enrollments in thousands)

Enrollment size category	United States		Region I		Region II		Region III		Region IV		Region V		Region VI	
	Institutions	Enrollments	Institutions	Enrollments	Institutions	Enrollments	Institutions	Enrollments	Institutions	Enrollments	Institutions	Enrollments	Institutions	Enrollments
Total	721	1,978.1	100	288.1	174	285.3	143	339.9	61	152.5	152	254.5	91	657.8
0–499	108	37.6	3	1.7	43	13.3	22	7.5	10	4.3	26	10.0	2	0.8
500–999	151	113.3	11	8.8	47	35.2	36	26.8	8	5.7	47	35.4	2	1.4
1,000–1,999	181	256.9	35	52.3	51	67.4	22	32.2	17	24.7	45	65.0	11	15.3
2,000–4,999	170	546.4	35	113.4	21	64.1	45	140.2	20	64.2	25	76.5	24	88.0
5,000 or more	111	1,023.9	14	111.9	12	105.3	18	133.2	6	53.6	9	67.6	52	552.3

Table A-3.–Numbers of public and private community and junior colleges in desired (D) and actual (A) Project Focus sample, by region and enrollment size

Enrollment size category	Region I		Region II		Region III		Region IV		Region V		Region VI		United States	
	D	A	D	A	D	A	D	A	D	A	D	A	D	A
Public colleges														
0–499	1	0	4	3	2	2	1	1	3	3	1	1	12	10
500–999	1	1	5	5	4	4	1	1	5	5	1	0	17	16
1,000–1,999	4	4	5	4	2	2	2	2	4	4	1	1	18	17
2,000–4,999	4	4	2	2	5	4	2	1	3	3	2	2	18	16
5,000 and over	1	0	1	1	2	2	1	1	2	2	5	5	12	11
Total	11	9	17	15	15	14	7	6	17	17	10	9	77	70
Private colleges														
Church related													13	13
Independent													10	9
Total (percent)													100	92

One of the campus coordinator's tasks was to select a student sample and then to administer the student questionnaire to this sample. Coordinators were instructed to use the following formula for determining the number of students to be chosen for participation in this study:

If you have fewer than 1,000 full-time students, survey 100 (if fewer than 100 students, survey all).
If you have 1,000 to 9,999 full-time students, survey 10 percent.
If you have 10,000 or more full-time students, survey 5 percent.

Although the stratification of the institutions was based upon full- and part-time enrollment, the number of students chosen for the sample was to be based on the number of full-time students (not the full-time-equivalent figure commonly used at community and junior colleges) enrolled during the term in which the assessment was to occur. Each college was allowed to define "full-time student" in its own way.

Although several procedures for sampling the students were outlined, the only prerequisite was that the students be randomly chosen. It was also recommended to the campus coordinators that the ratio of freshmen to sophomores at their respective institutions be reflected in their samples.

WEIGHTING PROCEDURES

When performing sample surveys, weights are often required to make appropriate estimates of population parameters from the data obtained in the survey sample. Because of the rapidly changing composition of the

Table A-4.–Distribution of turndowns, by region and institutional status

	Regions						Church related	Independent	Total
	I	II	III	IV	V	VI			
Number of refusals	2	3	3	3	2	2	3	3	21
Number in sample	9	15	14	6	17	9	13	9	92

population and the slightly less than 100-percent response rate to the questionnaires, the application of weights became a necessity. The weighting scheme utilized was developed in the Cooperative Institutional Research Program of the American Council on Education.*

Three types of weights, enumerated in Creager's paper, were utilized. These weights can best be illustrated by the following hypothetical example: First, let us assume that the following ground rules apply:

(1) The population is divided into two strata only, with one stratum consisting of four institutions and the other of six institutions.
(2) Only two institutions will be sampled in each stratum.
(3) The number of students at each institution is given in the following table:

Stratum 1		Stratum 2		
a: 25	b: 50	e: 50	f: 100	g: 100
c: 100	d: 125	h: 100	i: 25	j: 45

The four underlined institutions (a, b, f, and h) are the ones sampled.

(4) The institutions are referred to as the primary sampling units (p.s.u.'s) and the students as the secondary sampling units (s.s.u.'s).
(5) The participation rates or ratios in the four selected s.s.u.'s are—a: 20/25, b: 30/50, f: 65/100, and h: 85:100.

The weights utilized throughout the study were arrived at in the following way:

Type I weights—A type I (or institutional cell) weight is utilized to insure that each stratum of the population is adequately represented by the sample. Weight is computed for each cell as the ratio of the sum of within-institution data units across the population institutions in that cell to the sum of the within-institution data across the sample institutions in that cell. In the hypothetical example, the within-institution data units are students. Thus, the ratios of the population data units to the within-institution data units for the two strata, or cells, are:

Stratum 1: 300/75 = 4.0
Stratum 2: 420/200 = 2.1

These weights, of course, are identical for all sampled institutions in a given stratification cell. Thus, type I weights are designed to correct for inadequate cell or stratum representation.

Type II weights—The type I weights are sufficient if the participation rates are 100 percent. If they are less than 100 percent, type II weights are necessitated. They are similar to type I weights, with the exception that individual institutions, rather than entire cells, are considered as strata. Type II weights are simply the total number of s.s.u.'s per institution divided by the number of s.s.u.'s in that institution that were included in the sample. In the hypothetical example, the type II weights are:

a: 25/30
b: 50/30,

*A. W. Astin, R. J. Panos, and J. A. Creager, "A Program of Longitudinal Research on the Higher Educational System," *ACE Research Reports*, 1966, 1(1). See also John A. Creager, "Fortran Programs Providing Weights in Survey Designs Using Stratified Samples," *Educational and Psychological Measurement*, 1969, pp. 709-12.

f: 100/65,
h: 100/85.

Note that these weights are merely the inverses of the s.s.u. sampling fractions.

Whereas type I weights adjusted for inadequate cell or stratum representation, type II weights correct for random deviation from 100-percent participation of data units within an institution.

Type III Weights—The third type of weights are merely the products of type I and II weights. Thus, a: 4.0 (1.25), b: 4.0 (1.67), c: 2.1 (1.54), and h: 2.1 (1.18). These weights are normally applied to subsequent processing of data records developed from the within-institution sampling units. Type III weights were applied to the student records in order to make appropriate estimates of population parameters.

DATA-COLLECTION PROCEDURES

The student survey instruments were mailed to the sample institutions by the American College Testing Program in Iowa City shortly after March 26, 1971. (Throughout the study, ACT provided assistance in regard to questionnaire design and development, survey instrument distribution and collection, and data computerization and analysis.) The student questionnaires were sent directly to the campus coordinators (with the responsibility to administer and return the student questionnaires) for distribution to the student sample. Followup calls were made to nonresponding coordinators, urging them to return the questionnaires promptly. The final cutoff date for mailing in all questionnaires was July 30, 1971.

The Project Focus staff arbitrarily decided in advance to include in the study only those sets of students in institutions with response rates higher than 75 percent. However, this criterion was modified to include a number of institutions, mainly larger ones, that otherwise would have been eliminated from the analysis or were needed for adequate representations in each cell. In these instances, the response rate could be no lower than 50 percent. These institutions are identified in table A-5 by an asterisk.

A special questionnaire was sent to the campus coordinators after they had already administered the student questionnaires to determine the size of the student samples that they had chosen. In cases of no response to this questionnaire, a telephone call was made and the needed information obtained. This questionnaire also incorporated questions on sampling procedure and how they administered the questionnaire.

From those institutions included in the final analysis, the total number of students sampled was 12,022; the total number of usable student questionnaires was 10,250, yielding a response rate of 85.6 percent. Because of the acceptable response rate by students, no special study of nonrespondents was conducted.

Table A-5.–Project Focus student response to questionnaires

Institution student sampling chosen	Student respondents	Student response rate (percent)	Institution student sampling chosen	Student respondents	Student response rate (percent)
1. 110	110	100.0	47. 100	76	76.0
2. 145	131	90.3	48. 142	142	100.0
3. 150	124	82.7	49. 452	400	88.5
4. 179	176	98.3	50. 122	101	82.8
5. 120	91	75.8	51. 100	100	100.0
6. 100	100	100.0	52. 100	78	78.0
7. 129	126	97.7	53. 120	103	85.8
8. 100	97	97.0	54. 107	106	99.1
9. 800	659	82.4	55. 124	122	98.4
10. 111	107	96.4	56. 103	103	100.0
11. 161	161	100.0	57. 128	128	100.0
12. 300	232	77.3	58. 100	82	82.0
13. 103	101	98.1	59. 143	137	95.8
14. 100	100	100.0	60. 55	55	100.0
15. 110	96	87.3	61. 191	67	34.8
16. 115	108	93.9	62. 448	271	*60.5
17. 100	88	88.0	63. 100	100	100.0
18. 146	90	*61.6	64. 103	94	91.3
19. 116	116	100.0	65. 100	98	98.0
20. 107	78	*72.9	66. 560	512	91.4
21. 128	102	79.7	67. 1,125	754	*67.0
22. 204	105	*51.5	68. 266	258	97.0
23. 130	102	78.5	69. 130	112	86.2
24. 107	107	100.0	70. 98	96	98.0
25. 100	83	83.0	71. 355	301	84.8
26. 129	118	91.5	72. 112	112	100.0
27. 200	196	98.0	73. ---	---	---
28. 154	154	100.0	74. ---	---	---
29. 101	101	100.0	75. ---	---	---
30. 125	85	*68.0	76. ---	---	---
31. 100	80	80.0	77. ---	---	---
32. 113	100	88.5	78. ---	---	---
33. 160	145	90.6	79. ---	---	---
34. 102	96	94.1	80. ---	---	---
35. 162	104	*64.2	81. ---	---	---
36. 142	127	89.4	82. ---	---	---
37. 66	66	100.0	83. ---	---	---
38. 163	161	98.8	84. ---	---	---
39. 90	76	84.4	85. ---	---	---
40. 108	108	100.0	86. ---	---	---
41. 102	102	100.0	87. ---	---	---
42. 100	95	95.0	88. ---	---	---
43. 100	98	98.0	89. ---	---	---
44. 100	95	95.0	90. ---	---	---
45. 110	102	92.7	91. ---	---	---
46. 140	88	*62.9	92. ---	---	---

---Excluded from study due to no returns at all.

*Institutions, mainly large ones, included in the study with less than 75 percent response rate to allow adequate representation in each cell.

Appendix B
STUDENT QUESTIONNAIRE

AMERICAN COLLEGE TESTING PROGRAM

THE INSTITUTIONAL SELF-STUDY SERVICE SURVEY

COLLEGE STUDENT FORM

TO THE STUDENT:

The research instrument is designed to investigate the future of your college in terms of the opinions of students. Your responses, along with those of many, will serve to build a comprehensive picture of the college. Most of the questions ask for your evaluation of various aspects of the institution and about the importance of these aspects to you. Other background items are to identify important features of the college environment. All work to these questions provides the institution with information that will help the student body and thus improve the institution for the better.

After these surveys are completed, ACT will prepare a research report that can aid administrators in educational planning. The report will summarize student's feelings about aspects of the college and the effective use of its programs.

The research analysis will relate information on this survey with information collected when you wrote the ACT tests. Such a comparison enables the college to consider what happens to its students after they enroll in terms of their characteristics upon entering college. To identify yourself for this comparison, you are requested to record your Social Security number on the answer sheet by darkening the proper ovals. Please be assured that your reply to this form is confidential. Identification information is necessary only for this research purpose.

Education Fields
- Counseling and Guidance ... 01
- Education Administration ... 02
- Elementary Education ... 03
- Physical Education ... 04
- Secondary Education ... 05
- Special Education ... 06
- Education, Other Specialties ... 07

Social Science and Religious Fields
- History ... 08
- Home Economics ... 09
  - Dietetics ... 10
- Library and Archival Science ... 11
- Psychology ... 12
- Social Work ... 13
- Sociology ... 14
- Theology and Religion ... 15
- Social Science
  - Area Studies ... 16
  - American Civilization ... 17
  - American Studies ... 18

Business, Political, and Persuasive Fields
- Accounting ... 19
- Advertising ... 20
- Business Administration (4 years) ... 21
- Business and Commerce (2 years) ... 22
- Data Processing ... 23
- Economics ... 24
- Finance ... 25
- Industrial Relations ... 26
- Law ... 27
- Merchandising and Sales ... 28
- Military ... 29
- Political Science, Government, or Public Administration ... 30
  - Foreign Services ... 31
  - International Relations ... 32
- Public Relations ... 33
- Secretarial Science ... 34

Scientific Fields
- Anatomy ... 35
- Anthropology ... 36
- Archaeology ... 37
- Astronomy ... 38
- Biology or Genetics ... 39
- Botany ... 40
- Chemistry ... 41
- Geography ... 42
- Geology or Geophysics ... 43
- Mathematics or Statistics ... 44
- Meteorology ... 45
- Oceanography ... 46
- Physics ... 47
- Physiology ... 48
- Zoology or Entomology ... 49

Agriculture and Forestry
- Agriculture ... 50
- Fish and Game Management ... 51
- Forestry ... 52
- Soil Conservation ... 53

Health Fields
- Dental Hygiene ... 54
- Dentistry ... 55
- Medicine ... 56
- Medical Technology ... 57
- Mortuary Science ... 58
- Nursing ... 59
- Occupational Therapy ... 60
- Optometry ... 61
- Osteopathy ... 62
- Pharmacy ... 63
- Physical Therapy ... 64
- Veterinary Medicine ... 65
- X-Ray Technology ... 66

Arts and Humanities
- Arts and Sculpture ... 67
- Architecture ... 68
- Creative Writing ... 69
- Drama and Theater ... 70
- English and English Literature ... 71
- Foreign Language and Literature ... 72
- Journalism ... 73
- Music ... 74
- Philosophy ... 75
- Radio-TV Communications ... 76
- Speech ... 77
- General Education or Liberal Arts (2 years) ... 78
- Other Arts and Humanities ... 79

Engineering
- Aeronautical ... 80
- Agricultural ... 81
- Architectural ... 82
- Automotive ... 83
- Chemical or Nuclear ... 84
- Civil ... 85
- Electrical or Electronic ... 86
- Industrial ... 87
- Mechanical ... 88
- Other ... 89

Trade, Industrial, and Technical
- Aviation ... 90
- Construction ... 91
- Drafting ... 92
- Electricity and Electronics ... 93
- Industrial Arts ... 94
- Metal and Machine ... 95
- Mechanical ... 96
- Other Trade ... 97

My future field of training is not included in the fields listed above ... 98

Housewife ... 99

Undecided ... 00

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Use No. 2 lead pencil. Mark all answers on the separate answer sheet.

1. From the list on the left page, identify your major field. Mark the appropriate code number on your answer sheet. (The top row of ovals is for the tens digit, and the bottom row is for the units digit.) Indicate *only one* field. If you are undecided, mark "00" on your answer sheet and go on to the next question.

2. From the list on the left page, find the best description of your future vocation, and mark its code on your answer sheet. (The top row of ovals is for the tens digit, and the bottom row is for the units digit.) Again, if you are undecided about your future vocation, mark "00" on your answer sheet. If your future vocation is not included in these fields, mark "98" on your answer sheet; or if you anticipate your future vocation to be exclusively that of housewife, mark "99" on your answer sheet and skip Question 3.

3. Which of the following alternatives describes the main role you expect to play in your future vocation? (For example, if you want to be a physicist and work primarily as a researcher, you would mark "1." If you want to be a doctor who specializes in private practice, you would mark "5." An engineering major who plans to become a sales engineer should mark "4." A teacher who wants to become a principal should mark "3." An art major who plans to become a professional artist should mark "5," etc.)

   - Researcher or investigator 1
   - Teacher or therapist 2
   - Administrator or supervisor 3
   - Promotor or salesman of services or products 4
   - Practitioner, performer, or producer of services or products 5
   - None of the above 6
   - Two or more roles 7
   - Don't know or undecided 8

4. What is the highest level of education you expect to complete?

   - Vocational or technical program (less than two years) 0
   - Junior college degree 1
   - Bachelor's degree or equivalent 2
   - One or two years of graduate or professional study (MA, MBA, etc.) . . 3
   - Doctor of Philosophy or Doctor of Education (PhD or EdD) 4
   - Doctor of Medicine (MD) 5
   - Doctor of Dental Surgery (DDS) 6
   - Law Degree (LLB, JD) 7
   - Theology Degree (BD, THM) 8
   - Other 9

5. Which *one* of the following statements applies to you?

   - I do not have a major 0

   I have *never* changed my major since entering college:
   - (a) and I intend to continue in my present major field 1
   - (b) but I intend to change my major in the future 2
   - (c) but I would like to change my major, even though I do not feel that I should 3

   I have changed my major *once* since entering college:
   - (a) and I plan to continue in my present major 4
   - (b) but I will probably change my major again 5

   I have changed my major *twice* since entering college:
   - (a) and I plan to continue in my present major 6
   - (b) but I will probably change my major again 7

   I have changed my major *three or more times* since entering college:
   - (a) and I plan to continue in my present major 8
   - (b) but I will probably change my major again 9

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6. When did you make your *present* choice of vocation?
   - At the present time, I am undecided about my vocation . . . 1
   - Before high school . . . 2
   - During high school . . . 3
   - During my freshman year in college . . . 4
   - During my sophomore year in college . . . 5
   - During my junior year in college . . . 6
   - During my senior year in college . . . 7
   - After my senior year in college . . . 8

7. Where did you live when you applied for admission to this college?
   - In the same state as this college and:
     - less than 10 miles from the college . . . 0
     - 10-50 miles from the college . . . 1
     - 50-100 miles from the college . . . 2
     - more than 100 miles from the college 3
   - In a state adjoining this state and:
     - less than 50 miles from the college . . 4
     - 50-100 miles from the college . . . 5
     - more than 100 miles from the college 6
   - In a state not adjoining this state . . . 7
   - In a foreign country:
     - with an English language background 8
     - with a non-English language background . . . 9

8. How old are you?
   - 17 or under . . . 1
   - 18 . . . 2
   - 19-20 . . . 3
   - 21-24 . . . 4
   - 25-29 . . . 5
   - 30-34 . . . 6
   - 35-39 . . . 7
   - 40-49 . . . 8
   - 50 or over . . . 9

9. Marital or Dating Status:
   - Single and not going steady . . . 1
   - Going steady . . . 2
   - Engaged . . . 3
   - Married with no children . . . 4
   - Married with children . . . 5
   - Separated . . . 6
   - Divorced . . . 7
   - Widowed . . . 8
   - Other . . . 9

10. Father's Occupation:
    - Managerial or executive (business executive, banker, store manager, etc.) . . . 1
    - Professional (doctor, lawyer, professor) . . 2
    - Sales (auto salesman, department store clerk, etc.) . . . 3
    - Semiprofessional or technical (programmer, lab technician, etc.) . . . 4
    - Semiskilled (machine operator, construction worker, etc.) . . . 5
    - Skilled trades (electrician, carpenter, plumber, etc.) . . . 6
    - Small business owner or farm owner . . . 7
    - Supervisor or public official (office manager, policeman, etc.) . . . 8
    - Unskilled (general laborer, farm laborer, etc.) . . . 9

11. Father's Education:
    - Less than eighth grade . . . 1
    - Eighth grade . . . 2
    - Some high school . . . 3
    - High school graduate . . . 4
    - Technical or business, etc. . . . 5
    - Some college . . . 6
    - College graduate . . . 7
    - Some graduate or professional work . . . 8
    - Received an advanced degree . . . 9

12. Mother's Education:
    - Less than eighth grade . . . 1
    - Eighth grade . . . 2
    - Some high school . . . 3
    - High school graduate . . . 4
    - Technical or business, etc. . . . 5
    - Some college . . . 6
    - College graduate . . . 7
    - Some graduate or professional work . . . 8
    - Received an advanced degree . . . 9

13. Which of the sources of funds listed below has been the *most* important in financing your college work?
    - Support from my parents or family . . . 1
    - Support from my spouse . . . 2
    - Employment or personal savings . . . 3
    - NDEA loan, bank loan, or other loan . . . 4
    - Economic Opportunity Grant or Work-Study program . . . 5
    - GI Bill, ROTC, veterans or social security benefits or governmental aid . . . 6
    - Scholarship, fellowship, or grant . . . 7
    - Other . . . 8

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14. Parents are:

- Married 1
- Both deceased 2
- Father deceased 3
- Mother deceased 4
- Separated or divorced 5

15. Which *one* of the following statements is true concerning the number of children in your family?

- I was an *only* child 1
- I was the *younger* of:
  - 2 children of the same sex 2
  - 2 children of the opposite sex 3
- I was the *youngest* of 3 or more children 4
- I was the *older* of:
  - 2 children of the same sex 5
  - 2 children of the opposite sex 6
- I was the *oldest* of 3 or more children 7
- I was *neither the youngest nor the oldest of*:
  - 3 or 4 children 8
  - 5 or more children 9

16. How adequate do you feel your high school education was?

- Excellent 1
- Good 2
- Average 3
- Below average 4
- Very inadequate 5

17. What income (not including that of your spouse) do you expect to have 10 years after graduation?

- None since I intend to be a housewife 1
- Less than $5,000 as a housewife working part time 2
- Less than $7,000 (working full time) 3
- $7,000 - $8,999 4
- $9,000 - $10,999 5
- $11,000 - $14,999 6
- $15,000 - $24,999 7
- $25,000 - $49,999 8
- over $50,000 9

18. How satisfied are you with this college as a whole?

- Completely satisfied 1
- Satisfied 2
- Indifferent 3
- Unsatisfied 4
- Completely unsatisfied 5

19. How well did you apply yourself in high school, and how well have you applied yourself in college?

- Less than average in both high school and college 1
- Less than average in high school, but average or more than average in college 2
- An average amount in both high school and college 3
- More than average in high school, but average or less than average in college 4
- More than average in both high school and college 5

20. How many times did you move or change schools through elementary school and high school? (Count the change from elementary to junior high or junior high to high school *only if* you moved to a different community.)

- None 1
- Once 2
- 2 - 3 times 3
- 4 - 5 times 4
- 6 or more times 5

21. From what kind of high school or secondary school did you graduate?

- Public high school 1
- Private, nonreligious, nonmilitary 2
- Protestant denominational 3
- Catholic 4
- Other 5

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22. About how many students were in your high school graduating class?

Fewer than 25 1
25 - 99 2
100 - 199 3
200 - 399 4
400 - 599 5
600 - 899 6
900 or more 7

23. Which of the following best describes the community that you thought of as your hometown during high school days?

Farm or open country 1
Town or city of:
less than 500 population 2
501 - 1,999 3
2,000 - 9,999 4
10,000 - 49,999 5
Metropolitan area of:
50,000 - 249,999 population 6
250,000 - 499,999 7
500,000 - 999,999 8
More than 1 million 9

24. About how many hours per week have you usually worked at a part-time job while attending college? *(Exclude* summer work)

Zero 1
1-5 2
6-14 3
15-24 4
25 or more 5

25. About how many hours outside of class per week have you usually studied while attending college?

0-3 1
4-6 2
7-9 3
10-12 4
13-15 5
16-20 6
21-25 7
over 25 8

26. About how many hours of credit have you averaged per semester (quarter, trimester, etc.) since entering this college?

1-3 1
4-6 2
7-9 3
10-12 4
13-15 5
16-18 6
over 18 7

27. What is your present college residence?

College dormitory 1
Fraternity or sorority house 2
College apartment 3
Off-campus apartment 4
Off-campus room 5
At home with parents 6
Other 7

28. Have you transferred to this college from another college?

No 1

Yes, from a *two-year* college:
prior to this school year 2
at the beginning of or during this school year 3

Yes, from a *private liberal-arts* college:
prior to this school year 4
at the beginning of or during this school year 5

Yes, from a *state* university or public four-year college:
prior to this school year 6
at the beginning of or during this school year 7

Yes, from *some other* higher education institution:
prior to this school year 8
at the beginning of or during this school year 9

Questions 29-40 describe possible college goals of students. Indicate the degree of importance you attach to each goal by using the following code:

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Essential (*a goal you feel you must accomplish*) 1
Very important 2
Desirable (*a goal of some importance, but less vital than those rated 1 or 2*) 3
Not important (*a goal of little or no importance*) 4

Be sure to respond to every question.

29. To improve my ability to think and reason.
30. To broaden my intellectual interests and my understanding of the world.
31. To increase my appreciation of art, music, literature, and other cultural expressions.
32. To discover my vocational interests.
33. To attain specific skills that will be useful on a job.
34. To meet the academic requirements necessary to enter a profession.
35. To increase my effectiveness in interpersonal relations.
36. To learn how to be an effective leader.
37. To become more capable and interesting socially.
38. To learn how to deal with political or social injustice.
39. To develop more personal independence and self-reliance.
40. To find a cause or causes I can really believe in.

A number of college policies, practices, or facilities are described in questions 41-58 below. Indicate your opinion of these as they apply to your college by using the following code:

Agree 1
Partly agree and partly disagree 2
Disagree 3
I have no opinion on the matter . . . . . N

41. There is adequate provision for student privacy.
42. The regulations governing student conduct are constructive.
43. Rules governing the invitation of controversial speakers are reasonable.
44. The campus newspaper gives a balanced presentation to controversial events.
45. Laboratory facilities for the physical sciences are adequate.
46. Laboratory facilities for the biological sciences are adequate.
47. The cultural program (lectures, concerts, exhibits, plays) is satisfactory in terms of quality and quantity.
48. Sufficient recreational opportunities and facilities (bowling, swimming, etc.) are available.
49. Regulations governing academic probation and dismissal are sensible.
50. Examinations are usually thorough and fair.
51. Library materials are easily accessible.
52. Instructors are generally available for assistance with classwork.
53. Adequate provision is made for gifted students (e.g., honors program, independent study, undergraduate research, etc.)
54. Students have ample opportunity to participate in college policy-making.
55. The college social program (dances, parties, etc.) is successful.
56. Housing regulations (living in apartments, off-campus rooms, etc.) are reasonable.
57. Disciplinary procedures and policies are fair.
58. College food services are adequate in terms of quality, cost, and efficiency.

Questions 59-67 refer to services which are frequently provided by colleges. Describe your reaction to these services at your college by using the following code:

The service was extremely valuable to me 1
I found the service to be worthwhile . . 2
I received little benefit from the service 3
I've never used this service 4
Our college does not offer this service 5

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59. Academic advising service (assistance in selecting courses, adjusting schedules, planning programs, etc.).
60. Counseling service (assistance in choosing a major, vocational planning, resolving personal problems, etc.).
61. Financial needs service (assistance in obtaining a scholarship, loan, part time job, or assistance in budgeting and controlling expenses).
62. Extracurricular activities assistance (in getting started in activities or in making the most of extracurricular opportunities).
63. Orientation service (assistance in getting started in college—learning the ropes, getting acquainted, overcoming apprehensions).
64. Housing services (assistance in locating suitable housing).
65. Housing advisory services (assistance in dealing with roommate problems, advice in handling everyday concerns, programs designed to make the housing arrangement more educational and enjoyable).
66. Health service (assistance in dealing with illness or injury).
67. Developmental education services (improvement of reading, study skills, spelling, etc.).

Questions 68-79 below list some statements describing possible outcomes of a college education. Indicate the degree to which you feel you have made progress on each of these outcomes by marking your answer sheet in accordance with the following code:

Substantial progress 1
Some progress 2
Not much progress 3

68. Acquiring a broad cultural and literary education.
69. Acquiring vocational training—skills and techniques directly applicable to a job.
70. Acquiring background and specialization for further education in some professional, scientific, or scholarly field.
71. Understanding different philosophies, cultures, and ways of life.
72. Social development—gaining experience and skill in relating to other people.
73. Personal development—understanding one's abilities and limitations, interests and standards of behavior.
74. Knowing how to participate effectively as a citizen in one's community and in wider areas.
75. Developing an ability to write and to speak clearly, correctly, and effectively.
76. Developing an ability to think critically and to understand the origin, nature, and limitations of knowledge.
77. Developing an appreciation and an enjoyment of art, music, and literature.
78. Developing an understanding and an appreciation of science and technology.
79. Improving prospects for making high income and gaining professional status.

Questions 80-93 ask you to describe the instructors you have had at this college. Use the following scale to indicate how frequently each statement is true:

A majority of my instructors 1
About half of my instructors 2
A minority of my instructors 3

80. Instructors give students ample opportunity to participate in discussion, to ask questions, and to express points of view.
81. Lectures are dry, dull, and monotonous.
82. Students are given an important voice in determining class objectives and procedures.
83. Instructors appear to be uneasy and nervous.
84. Faculty members have an unusual facility for communicating their knowledge to students.
85. Instructors criticize or embarrass students in the classroom.

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86. Instructors present material in an entertaining (e.g., dramatic, humorous) manner.
87. Instructors give disorganized, superficial, or imprecise treatment to their material.
88. Instructors give personal opinions or describe personal experiences.
89. Instructors don't seem to care whether or not class material is understood.
90. Out-of-class assignments (reading, papers, etc.) are reasonable in length.
91. Insufficient distinction is made between major ideas and less important details.
92. Instructors relate course material to contemporary problems.
93. Instructors seem to be "out of touch" with student life.

Questions 94-123 refer to your use of leisure time while you have been attending college. If, while attending college, you have engaged in the activity ON YOUR OWN, i. e., *NOT AS A PART OF A CLASS ASSIGNMENT,* mark the Y ("Yes") response. If you cannot recall having participated in the activity while in college (except, perhaps, as part of an assignment), mark the N ("No") response.

94. Attempted to invent something.
95. Read some poetry.
96. Discussed merits of political-economic systems (e.g., communism, socialism) with friends.
97. Attended a scientific lecture.
98. Visited an art exhibit.
99. Discussed world or national political problems (candidates, issues) with friends.
100. Attended a scientific exhibit.
101. Tried some sketching, drawing, or painting.
102. Watched four or more TV news specials in a year.
103. Read a technical journal or a scientific article.
104. Attended a poetry reading or a literary talk.
105. Discussed social issues (e.g., civil rights, pacificism) with friends.
106. Attempted to solve mathematical puzzles.
107. Attended a stage play.
108. Discussed campus issues with friends.
109. Attempted to develop a new scientific theory.
110. Read six or more articles a year in *Atlantic, Commonweal, Harpers,* and/or *Saturday Review.*
111. Attended a lecture on a current social, economic, or political problem.
112. Discussed a scientific theory or event with friends.
113. Discussed art or music with friends.
114. Read the editorial column of a newspaper at least once a week.
115. Devised a mathematical puzzle.
116. Discussed philosophy or religion with friends.
117. Read an article or book analyzing in depth a political or social issue.
118. Regularly read popular accounts of scientific advances (in *Time, Newsweek,* etc.).
119. Discussed plays, novels, or poetry with friends.
120. Read a biography or autobiography of a political or social reform leader.
121. Explained or illustrated a scientific principle to someone.
122. Attended a music recital or concert.
123. Read a book on psychology, sociology, or history.

Questions 124-223 also deal with experiences you may have had in college. They are grouped into ten lists of "out-of-class" accomplishments (Leadership, Social Participation, etc.); each list contains ten items which describe specific accomplishments or awards.

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For each of the lists, read all ten items and then indicate which ones are true of you by blackening the appropriate oval or ovals on your answer sheet. If on a given list none of the ten items are true for you, blacken the "None" oval and go on to the next list.
Don't be discouraged by these statements; only an unusual student will be able to say "Yes" to many items.

LIST 1. LEADERSHIP

124. Elected to one or more student offices.
125. Appointed to one or more student offices.
126. Was an active member of four or more student groups.
127. Elected president of class (freshman, sophomore, etc.) in any year of college.
128. Served on a student-faculty committee or group.
129. Elected or appointed as a member of a campus-wide student group, such as student council, student senate, etc.
130. Served on a governing board or an executive council of a student group.
131. Elected as one of the officers of a class (freshman, sophomore, etc.) in any year of college.
132. Elected president of a "special interest" student club, such as psychology club, mountain climbing club, etc.
133. Received an award or special recognition of any kind for leadership.

LIST 2. SOCIAL PARTICIPATION

134. Actively campaigned to elect another student to a campus office.
135. Organized a college political group or campaign.
136. Worked actively in an off-campus political campaign.
137. Worked actively in a student movement to change institutional rules, procedures, or policies.
138. Initiated or organized a student movement to change institutional rules, procedures, or policies.
139. Participated in a student political group (Young Democrats, Young Republicans, etc.).
140. Participated in one or more demonstrations for some political or social goal, such as civil rights, free speech for students, states' rights, etc.
141. Wrote a "letter to the editor" regarding a social or civic problem.
142. Wrote a letter to a state legislator or U.S. representative or senator about pending or proposed legislation.
143. Worked actively in a special study group (other than a class assignment) for the investigation of a social or political issue.

LIST 3. ART

144. Won a prize or award in art competition (drawing, painting, sculpture, ceramics, architecture, etc.).
145. Exhibited or published at my college one or more works of art, such as drawings, paintings, sculptures, ceramics, etc.
146. Had drawings, photographs, or other art work published in a public newspaper or magazine.
147. Entered an artistic competition of any kind.
148. Produced on my own (not as part of a course) one or more works of art, such as drawings, paintings, sculptures, ceramics, etc.
149. Exhibited or published *not at my college* one or more works of art, such as drawings, paintings, sculptures, ceramics, etc.
150. Sold one or more works of art, such as drawings, paintings, sculptures, ceramics, etc.
151. Own a collection of art books, paintings, or reproductions.
152. Designed, made, and sold handicraft items such as jewelry, leathercraft, etc.
153. Created or designed election posters, program covers, greeting cards, stage settings for a play, etc.

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LIST 4. SOCIAL SERVICE

154. Worked actively in a student service group or organization.
155. Worked actively in a charity drive.
156. Worked as a volunteer aide in a hospital, clinic, or home.
157. Served as a big brother (sister) or advisor to one or more foreign students.
158. Organized a student service group.
159. Worked actively in an off-campus service group or organization.
160. Worked as a volunteer on a campus or civic improvement project.
161. Participated in a program to assist children or adults who were handicapped mentally, physically, or economically.
162. Voluntarily tutored a fellow student.
163. Received an award or recognition for any kind of campus or community service.

LIST 5. SCIENTIFIC

164. Built scientific equipment (laboratory apparatus, a computer, etc.) on my own (not as a part of a course).
165. Was appointed a teaching or research assistant in a scientific field.
166. Received a prize or award for a scientific paper or project.
167. Gave an original paper at a convention or meeting sponsored by a scientific society or association.
168. On my own (not as part of a course), carried out or repeated one or more scientific experiments, recorded scientific observations of things or events in the natural setting, or assembled and maintained a collection of scientific specimens.
169. Authored or co-authored scientific or scholarly paper published (or in press) in a scientific journal.
170. Invented a patentable device.
171. Was a member of a student honorary scientific society.
172. Entered a scientific competition of any kind.
173. Wrote an unpublished scientific paper (not a course assignment).

LIST 6. HUMANISTIC-CULTURAL

174. Developed and followed a program of reading of poetry, novels, biographies, etc. on my own (not course assignment).
175. Was a member of a student honorary society in the humanities (literature, philosophy, language, etc.).
176. Built a personal library around a core collection of poetry, novels, biographies, etc.
177. Attended a convention or meeting of a scholarly society in the humanities (literature, philosophy, language, etc.).
178. Authored or co-authored an original paper published (or in press) in a scholarly journal in the humanities (literature, philosophy, language, etc.).
179. Read scholarly journals in the humanities on my own (not as a course assignment).
180. Read one or more "classic" literary works on my own (not as a course assignment).
181. Wrote on my own (not a course assignment) an unpublished scholarly paper in the humanities.
182. Won a prize or award for work in the humanities.
183. Gave an original paper at a convention or meeting sponsored by a scholarly society in the humanities.

LIST 7. RELIGIOUS SERVICE

184. Was an active member of a student religious group.
185. Organized or reorganized a student religious group.
186. Was an active member of an off-campus religious group (not a church).
187. Held one or more offices in a religious organization.
188. Led one or more religious services.
189. Taught in a church, synagogue, etc.

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190. Attended one or more religious retreats, conferences, etc.

191. Participated in a religious study group.

192. Worked to raise money for a religious institution or group.

193. Did voluntary work for a religious institution or group.

LIST 8. MUSIC

194. Composed or arranged music which was publicly performed.

195. Publicly performed on two or more musical instruments (including voice) which do not belong to the same family of instruments.

196. Conducted music which was publicly performed.

197. Presented in public a solo recital which was not under the auspices of a college or church.

198. Attained recognition in the form of an award or scholarship in a national or international music competition.

199. Received pay for performing as a professional music teacher on a continuing basis.

200. Composed or arranged music which has been published.

201. Attained a first division rating in a state or regional solo music contest.

202. Received pay for performing as a professional musician on a continuing basis.

203. Authored or co-authored a book, an article, or a criticism bearing on the general subject of music.

LIST 9. WRITING

204. Had poems, stories, essays, or articles published in a public (not college) newspaper, anthology, etc.

205. Wrote one or more plays (including radio or TV plays) which were given public performance.

206. Was feature writer, reporter, etc., for college paper, annual, magazine, anthology, etc.

207. Was editor for college paper, annual, magazine, anthology, etc.

208. Did news or feature writing for public (not college) newspaper.

209. Had poems, stories, essays, or articles published in a college publication.

210. Wrote an original but unpublished piece of creative writing on my own (not as part of a course).

211. Won a literary prize or award for creative writing.

212. Systematically recorded my observations and thoughts in a diary or journal as resource material for writing.

213. Was a member of a student honorary group in creative writing or journalism.

LIST 10. SPEECH AND DRAMA

214. Participated in one or more contests in speech, debate, extemporaneous speaking, etc.

215. Placed second, third, or fourth in a contest in speech, debate, extemporaneous speaking, etc.

216. Won one or more contests in speech, debate, extemporaneous speaking, etc.

217. Had one or more minor roles in plays produced by my college or university.

218. Had one or more leads in plays produced by my college or university.

219. Had one or more leads or minor roles in plays *not* produced by my university.

220. Gave dramatic performance on radio or TV program.

221. Received an award for acting or other phase of drama.

222. Gave a recital in speech.

223. Participated in a poetry reading, play reading, dramatic production, etc. (not a course assignment).

Items 224-247 on your answer sheet provide the opportunity to answer relevant questions designed by your college to meet special needs on your campus.

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